

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Topic:</b> Musical Elements</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Assessing and building knowledge of pitch, rhythm, texture, timbre, tempo, structure and dynamics.</p> <p><b>Learner Skills</b> Vocabulary building of keywords and introduction to rhythmic values.</p>	<p><b>Topic:</b> Rhythm</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Note symbols, names, lengths, rests and dictation (ongoing).</p> <p><b>Learner Skills</b> Recognition of basic rhythmic patterns and building notation skills.</p>	<p><b>Topic:</b> Room Rhythm Piece Assessment</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Composition and performance work of rhythmic patterns individually and in groups.</p> <p><b>Learner Skills</b> Individual confidence building, teamwork and leadership skills.</p>	<p><b>Topic:</b> Pitch</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Graphic scores, sol-fa names, treble and bass clefs</p> <p><b>Learner Skills</b> Pitch recognition, reading treble and bass clef.</p>	<p><b>Topic:</b> Changing Places</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Reading from notation, introduction to the keyboard, sharps, flats and naturals, scales, playing a melody from notation</p> <p><b>Learner Skills</b> Fluent reading and knowledge of how treble clef relates to the keyboard whilst performing rhythmically.</p>	<p><b>Topic:</b> Structure</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> How to write a good melody, question and answer phrases, binary, ternary and rondo form.</p> <p><b>Learner Skills</b> How structure works. Composition work incorporating prior pitch and rhythm work as reinforcement.</p>
	<p><b>Rationale:</b> Entry baseline test, and basic dictation aids teachers to gauge prior knowledge of students, whilst building skills and confidence levels.</p>	<p><b>Rationale:</b> Secure rhythmic foundations now facilitate performance work.</p>	<p><b>Rationale:</b> Introduction to pitch reinforced through practical work whilst revisiting prior rhythm work.</p>	<p><b>Rationale:</b> How structure can be used to organise music to help it to make sense.</p>		
8	<p><b>Topic:</b> Recap of Year 7 Work</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Revisit musical elements, rhythm and pitch work with a baseline assessment to assess long term memory.</p> <p><b>Learner Skills</b> Vocabulary checking of keywords, rhythmic and pitch knowledge.</p>	<p><b>Topic:</b> African Music Introduction</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Instruments used/purpose, cyclic rhythms, repetition, polyrhythm, timbre, body percussion, rhythm grids, keywords. More complex dictation work (ongoing).</p> <p><b>Learner Skills</b> Individual composition and performance work. Vocabulary building of keywords. SMSC.</p>	<p><b>Topic:</b> African Rhythmic Piece Assessment</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Composition and performance work of rhythmic patterns individually and in groups within a complex structure.</p> <p><b>Learner Skills</b> Solo and group performance skills, rehearsal and organisational skills. Links between music and culture. SMSC.</p>	<p><b>Topic:</b> Notation Recap, Notes of the Keyboard, Major Scales and Chord Introduction.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Layout of the keyboard, major keys and their tone and semitone patterns, treble and bass clef with alto and tenor as extension. How chords are built, how they are played and used.</p> <p><b>Learner Skills</b> Co-ordination. Applying existing knowledge to new concepts.</p>	<p><b>Topic:</b> The Blues Introduction</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Origins, listening activities to identify structure – AAB, swung rhythm, call and response, keywords, chord structure, scale construction.</p> <p><b>Learner Skills</b> Vocabulary building of keywords. Slave trade links. SMSC.</p>	<p><b>Topic:</b> The Blues Assessment</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Performance of chords and scale. Improvisation in a call and response structure. Walking bass introduction.</p> <p><b>Learner Skills</b> Co-ordination on the keyboard between hands. Self-confidence to freely improvise. SMSC.</p>
	<p><b>Rationale:</b> Baseline test to gauge knowledge of students.</p>	<p><b>Rationale:</b> Building confidence with more rhythmically complex work.</p>	<p><b>Rationale:</b> Independent and team work with opportunities for all to lead a section.</p>	<p><b>Rationale:</b> Recap of prior pitch learning with introduction to scales and chords.</p>	<p><b>Rationale:</b> Practical work reinforcing new knowledge gained.</p>	

9	<p><b>Topic:</b> Musical Elements and Rhythm Introduction</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Assessing and building knowledge of pitch, rhythm, texture, timbre, tempo, structure and dynamics. Note symbols, names, lengths and rests.</p>	<p><b>Topic:</b> Rhythm and Samba Introduction</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Dictation (ongoing). Rhythm and Time Signature Review, Keywords,</p>	<p><b>Topic:</b> Samba Performance Assessment</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Performance of rhythmic patterns individually and in groups within a complex structure, Composition, Listening/Appraising, Working in an Ensemble.</p>	<p><b>Topic:</b> Notation, Notes of the Keyboard, Major and Minor Scales</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Layout of the keyboard, major keys and their tone and semitone patterns, treble and bass clef with alto and tenor as extension.</p>	<p><b>Topic:</b> Chord Introduction, Cadences and Melodic Construction Using Structure.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Using Sibelius. How chords are built, how they are played and used to underpin melodic lines. Cadence introduction. Structure and good melody writing – section A. Contrasting chord sequence and melody explored for section B.</p>	<p><b>Topic:</b> Sibelius Composition</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Section A. Contrasting chord sequence and melody explored for section B.</p>
	<p><b>Learner Skills</b> Vocabulary building of keywords and introduction to rhythmic values through dictation work. SMSC.</p>	<p><b>Learner Skills</b> Individual confidence building, concentration/listening skills, team work and leadership skills. Working from memory. SMSC.</p>	<p><b>Learner Skills</b> Applying existing knowledge to new concepts.</p>	<p><b>Learner Skills</b> Reinforcement of new knowledge by aural means. Use of music software programme.</p>	<p><b>Learner Skills</b> Secure rhythmic, melodic and structural composition work using musical software.</p>	
	<p><b>Rationale:</b> Entry baseline test, and basic dictation aids teachers to gauge prior knowledge of students, whilst building skills and confidence levels.</p>	<p><b>Rationale:</b> Building confidence with more rhythmically and structurally complex work.</p>	<p><b>Rationale:</b> Pitch learning with introduction to scales, keys, chords and cadences.</p>	<p><b>Rationale:</b> Composition work reinforcing new knowledge gained.</p>		

GCSE Subject AOS	AO1 Perform with technical control, expression and interpretation	AO2 Compose and develop musical ideas with technical control and coherence	AO3 Demonstrate and apply musical knowledge	AO4 Use appraising skills to make evaluative and critical judgements about music
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10</b>	<p><b>Topic:</b> GCSE Introduction</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Musical elements, instrumentation, harmony, musical contexts and musical language. Students to be able to make critical judgements about each set work. Theory – keys, chords, scales, cadences, intervals. Aural identification of theoretical aspects covered through SSK.</p> <p><b>Learner Skills</b> Vocabulary building, aural recognition of theoretical knowledge gained, theory.</p>	<p><b>Topic:</b> Free Composition (ongoing)</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Introduction to Sibelius. Blues introduction - history, instrumentation, structure, instrumentation, scales, development. Listening and appraising activities to interact with the marking criteria.</p> <p><b>Learner Skills</b> Music software/ICT skills, SMSC.</p>	<p><b>Topic:</b> Performance (ongoing)</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Performance – introduction to solo and ensemble rehearsal at a minimum of grade 3-4 standard, performance and recording with feedback for improvement.</p> <p><b>Learner Skills</b> Performance skills. Acceptance of critical judgement to improve.</p>	<p><b>Topic:</b> Set Work Analysis and Student Presentations (ongoing)</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Analysis of set works to start, using the musical elements, as a model for student presentations of wider listening works. 1. H Purcell – Music for a While; 2. JS Bach 3<sup>rd</sup> movement Brandenburg Concerto No. 5 in D major;</p> <p>Students to be able to make critical judgements about each set work and to prepare their own wider listening presentations using new knowledge gained.</p> <p><b>Learner Skills</b> SPaG, exam skills, use of keywords in context.</p>	<p><b>Topic:</b> Set Work Analysis and Student Presentations. Introduction to dictation (ongoing).</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Analysis of set works with presentations of wider listening works by students. 1. Beethoven - 1<sup>st</sup> movement Sonata in C minor 'Pathetique'; 2. Queen – Killer Queen (if time allows).</p> <p>Students to be able to make critical judgements about each set work and to prepare their own wider listening presentations using new knowledge gained.</p> <p>Rhythmic and melodic dictation skills adhering to given time signatures.</p> <p><b>Learner Skills</b> SPaG, exam skills, use of keywords in context.</p>	<p><b>Topic:</b> Introduction to essay writing. Revision of P3 with Year 10 Examination as Assessment.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Listening, appraising and application of the correct keywords to the set works with a focus upon the construction of paragraphs to inform essay writing skills.</p> <p><b>Learner Skills</b> SPaG, exam skills, use of keywords in context. Revision skills.</p>
	<p><b>Rationale:</b> Laying foundations for the course content.</p>	<p><b>Rationale:</b> Compulsory NEA element.</p>	<p><b>Rationale:</b> Compulsory NEA element.</p>	<p><b>Rationale:</b> GCSE keyword and language content with a focus on GCSE questions and marking criteria.</p>	<p><b>Rationale:</b> To check understanding and to address misunderstandings or gaps in knowledge.</p>	

<b>11</b>	<p><b>Topic:</b> Set Work Analysis and Student Presentations. Composition to a Brief (ongoing). Free composition completion.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Analysis of set works with presentations of wider listening works by students.</p> <p>1. Queen – Killer Queen; 2. J Williams – Star Wars</p> <p>Students to be able to make critical judgements about each set work and to prepare their own wider listening presentations using new knowledge gained.</p> <p>Briefs chosen, listening and appraising activities to inform work, use of musical elements discussed, plans drawn up.</p> <p><b>Learner Skills</b> SPaG, exam skills, use of keywords in context. Music software/ICT skills,</p>	<p><b>Topic:</b> Set Work Analysis and Student Presentations. Final performance rehearsals.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Analysis of set works with presentations of wider listening works by students.</p> <p>1. S Schwartz – Defying Gravity; 2. Spalding – Samba Em Preludio</p> <p>Students to be able to make critical judgements about each set work and to prepare their own wider listening presentations using new knowledge gained.</p> <p>Final performances improved and recorded.</p> <p><b>Learner Skills</b> SPaG, exam skills, use of keywords in context. Performance skills.</p>	<p><b>Topic:</b> Set Work Analysis and Student Presentations. Final performances.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Analysis of set works with presentations of wider listening works by students.</p> <p>1. Afro Celt Sound System: Release</p> <p>Students to be able to make critical judgements about each set work and to prepare their own wider listening presentations using new knowledge gained.</p> <p>Final performances improved and recorded.</p> <p><b>Learner Skills</b> SPaG, exam skills, use of keywords in context. Performance skills.</p>	<p><b>Topic:</b> Revision and Consolidation for Paper 03.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Listening/ appraising skills and application of the correct keywords to the set works with a focus upon perfecting Year 10 essay writing technique. Dictation – melodic and rhythmic.</p>	<p><b>Topic:</b> GCSE Examination Revision and consolidation.</p> <p><b>Exam:</b> Edexcel</p> <p><b>Subject Skills</b> Past paper and question practice. Paper 3: 9MUO/03.</p>	<p><b>Year 11 Exams:</b> GCSE Examination</p> <p><b>Exam:</b> Edexcel</p> <p>Paper 1: 9MUO/01; Paper 2: 9MUO/02; Paper 3: 9MUO/03.</p>
	<p><b>Rationale:</b> Rationale: GCSE keyword and language content with a focus on GCSE questions and marking criteria. Compulsory NEA element (Performance/Composition).</p>			<p><b>Rationale:</b> Practising listening skills and written responses for the forthcoming exam, addressing misunderstandings or gaps in knowledge.</p>	<p><b>Rationale:</b> Preparation for forthcoming exam.</p>	

